

GoVenture – Live the Life of an Entrepreneur

**Curriculum Cross-Reference
for
British Columbia
Business Education 11 and 12
and Economics 12**

www.goventure.net

**This Document is provided for free to help instructor’s review how
GoVenture can be used to deliver specific curriculum outcomes.**

**All British Columbia Educational curriculum related content referenced
in this document is the property of the British Columbia Ministry of Education.**

ACCOUNTING	4
COURSE: ACCOUNTING 11	5
ACCOUNTING CONCEPTS	5
FINANCIAL DATA.....	5
PRESENTATION.....	6
ANALYSIS.....	6
COURSE: ACCOUNTING 12	7
FINANCIAL DATA.....	7
PRESENTATION.....	7
ANALYSIS.....	8
COURSE: FINANCIAL ACCOUNTING 12	9
FINANCIAL CONCEPTS	9
FINANCIAL DATA.....	9
PRESENTATION.....	10
ANALYSIS.....	10
BUSINESS COMMUNICATION SYSTEMS	11
COURSE: BUSINESS COMPUTER APPLICATIONS 11	12
SKILLS DEVELOPMENT.....	12
BUSINESS COMMUNICATIONS	12
TECHNOLOGY APPLICATIONS.....	12
PRESENTATIONS.....	13
COURSE: BUSINESS INFORMATION MANAGEMENT 12	14
SKILLS DEVELOPMENT.....	14
BUSINESS COMMUNICATIONS	14
COURSE: DATA MANAGEMENT 12	16
SOLUTION DESIGN	16
PRESENTATIONS	16
ECONOMICS 12	17
COURSE: ECONOMICS 12	18
FOUNDATIONS.....	18
APPLIED RESEARCH	18
FACTORS OF PRODUCTION	19
ROLE OF MARKETS	19
ROLE OF GOVERNEMENT	20
ENTREPRENEURSHIP AND MANAGEMENT	21
COURSE: ENTREPRENEURSHIP 12	22
ENTREPRENEURIAL CONCEPTS	22
BUSINESS PLAN FORMULATION.....	22
BUSINESS PLAN OPERATION	23
TEAMWORK AND NETWORKING	23

COURSE: MANAGEMENT INNOVATION 12	24
ORGANIZING FOR BUSINESS.....	24
MANAGING FOR BUSINESS	24
OPPORTUNITIES WITHIN ORGANIZATIONS	25
ENTREPRENEURSHIP IN ORGANIZATIONS.....	25
MARKETING	27
COURSE: MARKETING 11	28
MARKETING CONCEPTS	28
MARKETING RESEARCH.....	28
MARKETING PRACTICE.....	29
MARKETING STRATEGIES	30
COURSE: MARKETING 12	31
GLOBAL MARKETING	31
MARKETING RESEARCH.....	31
MARKETING STRATEGIES	32

ACCOUNTING

Knowledge of the theoretical aspects of accounting forms a sound basis for understanding financial record keeping. Businesses communicate information about their financial situations to a wide audience, including owners, creditors, and shareholders. Many students will need to use this information as they work in businesses or operate their own enterprises. Students must also learn to manage their own finances, and they will benefit from knowledge and skills gained from accounting courses. The concepts, principles, and procedures learned in accounting can also be applied globally.

Accounting 11

- Accounting Concepts
- Financial Data
- Presentation
- Analysis

Accounting 12

- Financial Data
- Presentation
- Analysis

Financial Accounting 12

- Financial Concepts
- Financial Data
- Presentation
- Analysis

COURSE: ACCOUNTING 11

ACCOUNTING CONCEPTS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • explain the role of accounting in business • describe the relationship between debit and credit entries • explain the importance of ethics, integrity, and honesty in finance • explain the relationships among assets, liabilities, and owner’s equity • describe the relationships among journals, ledgers, trial balances, and financial statements in the accounting cycle • justify the use of accounts in business • compare various career opportunities in bookkeeping and accounting 	<p><i>In GoVenture, students have to manage the cash flowing in and out of their business, keep track of expenses, and pay outstanding bills in a timely fashion.</i></p> <p><i>Throughout the program students are provided with a basic set of financials that includes a simple income statement and balance sheet and changes over time with the fortunes of their businesses.</i></p> <p><i>While GoVenture does not address accounting procedures and principles in depth, it offers an excellent context for integrating these issues into class discussion because every student has a working business with an active set of financials that can be used as a convenient reference point in relationship to these issues.</i></p> <p><i>Students can visit the offices of an accountant within GoVenture where they will be given basic information about what accountants do to help small businesses and a brief overview of the standard professional designations.</i></p>

FINANCIAL DATA	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • differentiate between various source documents • demonstrate skill in recording a variety of transactions in a general journal • demonstrate proficiency in using the double entry accounting system • demonstrate proficiency in setting up and posting to a ledger • use software to create financial statements • use a variety of special journals relevant to a service business • develop reports based on special journals 	<p><i>See above.</i></p> <p><i>In GoVenture, students are provided with an income statement and a balance sheet that they can use to track and evaluate the financial progress of their businesses.</i></p> <p><i>Running their own businesses also provides them with an excellent point of reference for further exploring and discussing the use of financial accounting information within a business.</i></p> <p><i>Students also have a checkbook on their desk that must be used to track and pay expenses incurred by their businesses.</i></p>

PRESENTATION	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> demonstrate proficiency in preparing trial balances and financial statements from worksheets, both manually and electronically prepare reports using worksheets, post-closing trial balances, income statements, and balance sheets develop the basic accounting equation from a balance sheet 	<p><i>Students can be asked to develop a budgeted income statement and use it to track the performance of their GoVenture businesses.</i></p> <p><i>In the Business Profile Section students can use the Business Plan template to prepare a business plan for their business that can include basic financial information and cash flow projections.</i></p> <p><i>The balance sheet and the income statement within GoVenture can also be constantly used as a simple model to help students grasp the central role accounting and financial data play in the operation of a business.</i></p>

ANALYSIS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> describe the financial status of enterprises based on analyses of financial statements assess the current and projected financial strength of a business using financial statements 	<p><i>Students can analyze the performance of their GoVenture businesses.</i></p>

COURSE: ACCOUNTING 12

FINANCIAL DATA	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • compare financial reporting used in single proprietorships, partnerships, and corporation • prepare basic payroll, remittances, and required payroll tax documents • assess, choose, and justify appropriate • inventory accounting systems for a business • apply inventory accounting methods using software • compare periodic and perpetual inventory methods • explain the use of sales journals, purchase journals, cash receipt journals, and cash payment journals in merchandising businesses • demonstrate proficiency in using accounts receivable, accounts payable, and merchandise accounting procedures • demonstrate proficiency in using cash control procedures • defend the need for security systems, data protection, and backup for accounting records 	<p><i>In GoVenture, students have to manage the cash flowing in and out of their business, keep track of expenses, and pay outstanding bills in a timely fashion.</i></p> <p><i>Throughout the program students are provided with a basic set of financials that includes a simple income statement and balance sheet and changes over time with the fortunes of their businesses.</i></p> <p><i>While GoVenture does not address accounting procedures and principles in depth, it offers an excellent context for integrating these issues into class discussion because every student has a working business with an active set of financials that can be used as a convenient reference point in relationship to these issues.</i></p>

PRESENTATION	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • classify and record information into general, payroll, accounts receivable, and accounts payable ledgers using manual and computerized accounting procedures • summarize information from ledgers into reports for analysis, both manually and electronically • design and produce an inventory report using software • prepare and evaluate short-term and long-term budgets • present payroll accounts, deductions, and income tax documents using manual and electronic methods • outline the importance of budgeting in managing personal and business finances • prepare and present reports on career opportunities in accounting 	<p><i>See above.</i></p> <p><i>Students could be asked to create and deliver a presentation that summarizes and comments upon the financial performance of their GoVenture businesses.</i></p>

ANALYSIS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • analyse financial statements • analyse statements of earnings for various businesses • describe ways in which financial data are used • draw conclusions based on differences between budgeted and actual transactions 	<p><i>Students can analyze the performance of their GoVenture businesses.</i></p>

COURSE: FINANCIAL ACCOUNTING 12

FINANCIAL CONCEPTS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • justify the application of generally accepted accounting principles (GAAP) • explain the relationships among assets, liabilities, and owner’s equity • explain the relationship between debit and credit entries • describe and explain the uses of journals, ledgers, trial balances, and financial statements • explain the standard classification and numbering of accounts • describe the similarities and differences between cost of goods sold accounts and expense accounts • identify sources and uses of cash related to the cash flow statement • differentiate between the accounting needs of service and merchandising businesses • describe relationships among different forms of capital and current assets • describe career opportunities associated with various fields of accounting 	<p><i>In GoVenture, students have to manage the cash flowing in and out of their business, keep track of expenses, and pay outstanding bills in a timely fashion.</i></p> <p><i>Throughout the program students are provided with a basic set of financials that includes a simple income statement and balance sheet and changes over time with the fortunes of their businesses.</i></p> <p><i>While GoVenture does not address accounting procedures and principles in depth, it offers an excellent context for integrating these issues into class discussion because every student has a working business with an active set of financials that can be used as a convenient reference point, in relationship to these issues.</i></p> <p><i>Students can also use the financial data and information associated with their GoVenture businesses as a starting point to understanding things like sources and uses of cash, the relationships among different forms of capital and current assets and the distinctions between cost of goods sold accounts and expense accounts.</i></p>

FINANCIAL DATA	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • prepare general journal entries using GAAP • demonstrate proficiency in setting up and posting to a general ledger • record adjusting and closing entries and a post-closing trial balance • use journal entries to record the purchase and sale of goods • evaluate internal control procedures used for inventory and cash • describe appropriate methods to report petty cash • demonstrate standard methods to reconcile bank statements • describe the use of the allowance method and the direct write-off method of accounting for uncollectable accounts • describe the most common methods for calculating depreciation and changes in assets 	<p><i>In GoVenture, students have to manage the cash flowing in and out of their business, keep track of expenses, and pay outstanding bills in a timely fashion.</i></p> <p><i>Throughout the program students are provided with a basic set of financials that includes a simple income statement and balance sheet and changes over time with the fortunes of their businesses.</i></p> <p><i>While GoVenture does not address accounting procedures and principles in depth, it offers an excellent context for integrating these issues into class discussion because every student has a working business with an active set of financials that can be used as a convenient reference point in relationship to these issues.</i></p>

PRESENTATION	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • prepare financial statements for various businesses • prepare an overall budget combining data from various departmental budgets • demonstrate the uses of cash flow statements • use a schedule of cost of goods sold to estimate ending inventory • prepare a bank reconciliation statement 	<p><i>Students could be asked to prepare financial statements, budgets and cash flow projections for their GoVenture businesses and deliver a presentation that summarizes and comments upon the importance of this information.</i></p>

ANALYSIS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • analyse financial statements and changes in financial position for various businesses • explain the use of budgeting in managing personal and business finances • defend recommendations based on a comparison of budgeted and actual transactions • explain methods used to issue debt, common and preferred shares, bonds, and promissory notes • propose methods to deal with employee errors, theft, and fraud • compare different types of investments • explain and justify the use of various inventory methods 	<p><i>Students can analyze the performance of their GoVenture businesses.</i></p>

BUSINESS COMMUNICATION SYSTEMS

Business communication systems have many important aspects. These include the nature of business information, the proficiency with which technology is used to manage information, the interpersonal skills required to effectively share and present information, and the privacy of information and standards of conduct associated with holding and seeking information. Competency in these areas remains high on the list of employability skills and is very important in obtaining and keeping jobs.

Business Computer Applications 11 lends itself to a global approach to business communication including technological applications and presentation skills. The course provides students with opportunities to find a program stream in which they can best use their strengths.

Teachers may consider Business Computer Applications 11 as a foundation course in which to develop and assess skills in keyboarding, word processing, use of spreadsheets and databases, desktop publishing, communication, and presentation (e.g., oral, written, desktop, multimedia).

In Grade 12, students are offered two streams of business computer applications. Business Information Management 12 focuses on proficiency in the application of industry standard word processing and desktop publishing software; Data Management 12 addresses proficiency with advanced spreadsheet, database, and presentation software. All business communication systems courses will include instruction in the use of electronic communications.

Business Computer Applications 11

- Skills Development
- Business Communications
- Technology Applications
- Presentations

Business Information Management 12

- Skills Development
- Business Communications
- Presentations

Data Management 12

- Technology Applications
- Solution Design
- Presentations

COURSE: BUSINESS COMPUTER APPLICATIONS 11

SKILLS DEVELOPMENT	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • demonstrate keyboarding skills acceptable for personal and business use • use touch-keyboarding techniques and improve on speed when producing correctly • formatted business communications • demonstrate attention to ergonomics issues associated with the workplace 	<p><i>GoVenture can be used as the cornerstone or foundation for a variety of projects and/or reports that require proficient keyboarding skills.</i></p> <p><i>For instance, students could be asked to prepare a business plan or to write a report that outlines what they have learned from experiencing and playing GoVenture.</i></p>

BUSINESS COMMUNICATIONS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • apply a variety of communication skills, methods, and strategies to communicate in business situations • produce print publications and electronic communications for various audiences and purposes • organize information from a variety of sources, using software, for various audiences and purposes 	<p><i>GoVenture can offer a starting point for numerous writing and communications focused exercises. Students can write business plans, a letter to their banker as part of an effort to secure more financing, a letter to a supplier who has been late with a shipment, a promotional flyer in support of their business, copy for a radio, newspaper or TV advertisement. These are all different audiences where the focus and the purpose of the communication comes with its own challenges.</i></p> <p><i>Students can also be asked to organize and present their GoVenture business plans or entrepreneurship focused projects using Word, Excel and PowerPoint.</i></p>

TECHNOLOGY APPLICATIONS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • compare and use electronic and non-electronic information resources and tools to solve business problems and accomplish business objectives • select and apply electronic communications, word processing, database, spreadsheet, desktop publishing, and presentation software to complete business tasks • demonstrate effective use of web sites for personal and business use • apply appropriate techniques when sending e-mail messages • demonstrate the ethical use of software, the Internet, 	<p><i>GoVenture can be a starting point for research projects on the many business and marketing related issues that playing the program raises. Students can use the web, the library and other information resources to further explore issues such as hiring and recruiting employees, sources of financing and funding for start-up businesses, the challenges of balancing work and personal life, etc.</i></p>

<p>and other electronic communications</p> <ul style="list-style-type: none"> • assess both the value and limitations of computers and related technology • analyse ethical and legal issues associated with computers and related technology 	
---	--

PRESENTATIONS

<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • research, plan, and produce both oral and written reports • apply group problem-solving and decision making skills to complete business tasks • demonstrate a willingness to participate as a member of a team • demonstrate acknowledgment of and respect for the different attributes, opinions, and roles of team members • explain the contribution of leadership and teamwork to the workplace environment 	<p><i>GoVenture provides an excellent opportunity for students to research, plan and produce oral and written plans and reports related to the starting and running of their businesses.</i></p> <p><i>GoVenture can also be played in teams where everyone must share the responsibility of coming up with a workable plan and of making the daily decisions needed to run their businesses.</i></p> <p><i>After playing GoVenture as a team, students can reflect upon the experience and the contributions that everybody made and the challenges that were faced.</i></p>

COURSE: BUSINESS INFORMATION MANAGEMENT 12

SKILLS DEVELOPMENT	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> demonstrate a high proficiency in keyboarding skills and speed to meet employment standards evaluate and use standard records management procedures to establish and maintain systems research, analyse, and justify the use of desktop publishing software for a given task create documents using word processing and desktop publishing software 	<p><i>GoVenture provide numerous opportunities for exercises, reports and projects that involve the using a keyboard.</i></p> <p><i>In GoVenture, students must manage inventory, keep track of expenses, establish a weekly schedule for employees and a number of other activities that are systematic and procedural in nature.</i></p>

BUSINESS COMMUNICATIONS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> choose and use communication methods and strategies appropriate to specific business situations including the proper use of telephone, fax, and e-mail design and produce electronic and print publications for specific audiences and purposes record and summarize information, instructions, and ideas to help solve business problems apply commonly accepted standards of legal and ethical behaviour when carrying out business communication explain the implications of ethical, unethical, and illegal use of electronic communications plan and prepare for a formal and an informal meeting 	<p><i>GoVenture can offer a starting point for numerous writing and communications focused exercises. Students can write business plans, a letter to their banker as part of an effort to secure more financing, a letter to a supplier who has been late with a shipment, a promotional flyer in support of their business, copy for a radio, newspaper or TV advertisement. These are all different audiences where the focus and the purpose of the communication comes with its own challenges.</i></p> <p><i>Students can also be asked to organize and present their GoVenture business plans or entrepreneurship focused projects using Word, Excel and PowerPoint.</i></p> <p><i>Students playing GoVenture in groups could also be asked to plan and prepare for a number of formal and informal meetings related to planning and running their businesses.</i></p>

PRESENTATIONS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> use appropriate electronic information resources and tools to research business information and summarize it in a presentation make a presentation that demonstrates the application of time management techniques 	<p><i>Students can plan for, prepare and deliver a variety of presentations related to their GoVenture businesses.</i></p> <p><i>GoVenture also has a built in time clock and provides a daily and weekly breakdown of how students have spent their time. The program challenges students to balance their work and their personal lives so it provides an</i></p>

<ul style="list-style-type: none">• demonstrate ethical standards with respect to privacy, confidentiality, and personal behaviour in business settings• research, plan, and develop oral and written reports with a high level of proficiency• present the results of their analysis of careers in office technology, management of information, and office management	<p><i>excellent starting point for presentations or reports focused upon time management.</i></p>
---	---

COURSE: DATA MANAGEMENT 12

TECHNOLOGY APPLICATIONS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • demonstrate proficiency in using industry standard software (including word processing, spreadsheet, database, desktop publishing, and presentation) to accomplish advanced business tasks • analyse a variety of business situations to determine the appropriate software to solve business problems • demonstrate proficiency in merging data between software applications to create business documents • use the Internet to plan, research, and develop a business project • demonstrate proficient use of e-mail software and its applications in business • explain implications of computer viruses • prepare and use word processing, spreadsheet, and database software macros 	<p><i>GoVenture offers an excellent opportunity for students to use all of the basic Microsoft Office Applications in the creation of a business plan.</i></p> <p><i>Students can also use the Internet to plan, research and develop projects focused upon entrepreneurship and the many issues involved in starting, running and growing businesses.</i></p>
SOLUTION DESIGN	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • select, justify, and implement the technology needed to accomplish business tasks • identify and analyse skills needed to manage information in a business operation • identify and demonstrate ethical standards with respect to privacy, confidentiality, and personal behaviour appropriate to business settings 	<p><i>GoVenture could be used as a starting point for an investigation and discussion of the productive use of technology by small business owners, the skills needed to manage business information and the ethical standards businesses need to maintain when using technological solutions.</i></p>
PRESENTATIONS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • design and deliver integrated business presentations using presentation software • prepare database and spreadsheet files and create various problem-solving reports using searches, sorts, and queries 	<p><i>Students can also be asked to organize and present their GoVenture business plans or entrepreneurship focused projects using Word, Excel and PowerPoint.</i></p>

ECONOMICS 12

Economics 12 provides students with opportunities to analyse the effects of economic activity on their society, the nation, and the global community, and it gives them a deeper understanding of the principles behind government and social policies. Students study the principles underlying the exchange of goods and services for value both within the market system and in non-market-oriented sectors (e.g., households, volunteer organizations). This adds a critical dimension to students' understanding of society.

Through the study of economics, students also gain an understanding of the significant personal, professional, and business decisions regarding the allocation of resources that they will be required to make throughout their lives. As well, the study of current economic developments, trends, and issues enables students to improve their educational and career choices. Students will be better able to take advantage of global career opportunities when they understand how the global marketplace functions.

The aim of Economics 12 is to provide students with a framework from which they can:

- increase their understanding of economic principles
- gain knowledge of the structure and operation of the Canadian economic system
- gain the competencies required to study economics successfully at the postsecondary level

Economics 12 provides opportunities for students to become economically literate citizens who can:

- understand and use economic terms and concepts correctly
- understand the exchange of goods and services
- understand the assumptions, theory, and practice of the economic system in which they live
- understand the roles of property, capital, labour (particularly entrepreneurship), and organization in an economic system and how government activities affect these elements
- increase their awareness of local and global economic trends
- apply their economic understanding in their personal financial decision making

ECONOMICS 12

- Foundations
- Applied Research
- Factors of Production
- Role of Markets
- Role of Government

COURSE: ECONOMICS 12

FOUNDATIONS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • analyse factors that affect growth, the creation of wealth, and the distribution of income in economy • evaluate the components and assumptions of various economic theories, including the theory of supply and demand, and their effect on the development of modern economic systems • evaluate the effect of economic activity (including home-based, non-profit, and nonmarket economies) • describe the roles of individuals, business, and government in the business cycle and analyse the impact of that cycle on economic decision making • apply economic principles when making personal and career decisions • assess the way in which economic principles are applied differently to individuals, businesses, and nations • evaluate an economic system’s performance based on criteria including: <ul style="list-style-type: none"> - freedom - environmental impact - international standards of ethics - efficiency - equity - security - employment - stability - growth 	<p><i>GoVenture provides students with a very immediate and realistic insight into the economic challenges involved in owning and operating a small business.</i></p> <p><i>Within GoVenture, students face the realities of supply and demand and a market-based economy in attempting to find the best prices for the products they are selling in their stores.</i></p> <p><i>As virtual small business owners, students are also challenged to constantly be thinking at the margin and assessing marginal costs when making the personal and business decisions playing GoVenture demands.</i></p> <p><i>Every decision made within GoVenture comes with an opportunity cost. For example, providing a raise to an employee may make this person happier and productive but will also increase the costs of doing business. Likewise, when deciding what equipment to purchase, the student entrepreneur must choose between older, less reliable equipment that costs less and new more expensive equipment that includes a full warranty. Within GoVenture, students will constantly find themselves weighing alternatives and thinking through the costs and the benefits connected to whatever decision must be made.</i></p>
APPLIED RESEARCH	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • explain how economic theory is applied in various careers and occupations • describe how economic performance is monitored, measured, and reported • outline the strengths, limitations, and biases of economics research tools • analyse, create, and evaluate economics graphs • apply basic statistical analysis to interpret economic data from primary, secondary, and tertiary sources • evaluate the structure of economic surveys and polls and their effect on economics decision making 	<p><i>See above.</i></p> <p><i>GoVenture is not specifically designed to teach students economics but provides them with an opportunity to experience first hand the economic realities of owning and operating a business.</i></p> <p><i>The hands-on activity of owning and running a simulated business helps students see in a very concrete way the relevance of economics to the daily lives of business people and consumers.</i></p>

FACTORS OF PRODUCTION	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • outline factors that can influence levels of employment in an economy • describe how labour law, gender equity, affirmative action, and inclusion of minorities have changed labour as a factor of production • describe the roles of capital, labour, property, and organization as factors of production • evaluate the impact of information technology on the factors of production in an economic system • compare the impact of government decisions and business decisions on factors of production • appraise entrepreneurial activity and the roles played by entrepreneurs in an economy • predict the characteristics, skills, and processes that are important to entrepreneurial success • analyse how a factor of production may change over time and affect the economy 	<p><i>See above.</i></p> <p><i>GoVenture is not specifically designed to teach students economics but provides them with an opportunity to experience first hand the economic realities of owning and operating a business.</i></p> <p><i>The hands-on activity of owning and running a simulated business helps students see in a very concrete way the relevance of economics to the daily lives of business people and consumers.</i></p> <p><i>In GoVenture, students must secure start up capital, hire employees, and secure a location and site for their business. This allows them to experience first hand the basic factors of production.</i></p> <p><i>GoVenture allows students to experience entrepreneurial activity in a very realistic manner and to glimpse first hand the role that an entrepreneur plays within the economy.</i></p> <p><i>In GoVenture’s Personal Profile section students are given a number of surveys and exercises to help them start thinking about the characteristics, skills, and processes that are important to entrepreneurial success. Playing GoVenture and experiencing what it is like to “live the life of an entrepreneur” provides even deeper insight.</i></p>

ROLE OF MARKETS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • explain the economic effects of various kinds of trade on individuals and jobs • analyse factors, including opportunity cost, that influence levels of investment, innovation, and technological advancement in an economy • explain why nations vary in terms of their economic development, including the effect of the global economy on Canadian markets • explain the role of the central bank of Canada in regulating Canadian money markets • evaluate the role, function, history, and future of currency in a global economy • analyse the relationship between debt for investment and debt for consumption • describe the role of multinational corporations in shaping economic decisions and government policies 	<p><i>GoVenture provides students with a very immediate and realistic insight into the economic challenges involved in owning and operating a small, non-exporting, local business.</i></p> <p><i>This provides a valuable reference point for the exploration of more macroeconomic concerns such as global trade, the role of central banks and the impact of government debt.</i></p>

<ul style="list-style-type: none"> • identify and evaluate trends in individual, national, and global trading patterns • assess the impact of government borrowing and debt on markets • assess the impact of information technology on market structures • describe the role and diversification of capital formation and investment strategies, including investment markets, in an economy 	
---	--

ROLE OF GOVERNEMENT	
----------------------------	--

<i>PRESCRIBED LEARNING OUTCOMES</i>	
-------------------------------------	--

<p>It is expected that students will:</p> <ul style="list-style-type: none"> • outline and give examples of the various policies that a government can use to influence its economy • describe factors that can influence government policy decisions • outline the economic philosophies and factors behind government decision making • evaluate the methods governments use to collect revenue and the impact of these methods on society and business • formulate hypotheses on the relationship of the national debt to the level of economic activity • describe the effect of federal and provincial transfer payments on the levels of economic activity and employment • explain the role of government in producing goods, delivering services, and regulating the economic endeavours of business • compare economic options and the opportunity costs involved in each for private or public projects 	<p><i>GoVenture provides students with a very immediate and realistic insight into the economic challenges involved in owning and operating a small, non-exporting, local business.</i></p> <p><i>This provides a valuable reference point for the exploration of the role and the influence of government within the economy.</i></p>
--	--

ENTREPRENEURSHIP AND MANAGEMENT

All businesses begin with the ideas of entrepreneurs. Entrepreneurs identify and explore opportunities, research the resulting ideas, locate and organize resources, and begin to turn the ideas into reality. Entrepreneurship 12 helps students to gain an understanding of the entrepreneurial spirit in the context of starting a small business and to learn the skills necessary to effectively carry out entrepreneurial activity.

Within a secure and supportive environment, student teams in Entrepreneurship 12 plan, research, develop, and implement venture plans that link technical and managerial resources and innovation. The course offers students opportunities to develop a business knowledge base, employability skills, and positive attitudes toward lifelong learning.

In Management Innovation 12, students learn that as ventures grow, entrepreneurs often require some management organization to keep the business running. Entrepreneurs then need to delegate authority and responsibility to others within the venture. At this stage of growth, traditional management structures become necessary.

As an organization gets bigger, however, traditional management can become relatively rigid and hierarchical. An organization may then stagnate or plateau. For an established organization to grow, or even survive, it must return to a more entrepreneurial model in which its employees become entrepreneurial. This includes being sensitive to new opportunities, societal change, and technological innovation. An organization's success depends on the ability and willingness of its members to anticipate and respond to its customers' needs and to establish positive, ongoing relationships with clients, suppliers, and the business community.

Management Innovation 12 examines the evolution of an organization from inception through stability to the need for intrapreneurship. It focuses on the strengths and weaknesses of traditional management models; the need for change within organizations; and emerging, less hierarchical management models.

As a culminating activity in Management Innovation 12, students may choose to apply intrapreneurial concepts they have learned to an existing organization. For example, they could suggest how an organization might revitalize itself when it begins to stagnate. The long-term goal is for students to capture the entrepreneurial spirit and be able to use it in any career they choose.

Entrepreneurial and intrapreneurial education helps students build confidence and develop skills as innovators and leaders. It challenges students to apply their knowledge of business concepts and to recognize how newly acquired competencies can help them succeed in business and in life.

Entrepreneurship 12

- Entrepreneurial Concepts
- Business Plan Formulation
- Business Plan Operation
- Teamwork and Networking

Management Innovation 12

- Organizing for Business
- Managing for Business
- Opportunities Within Organizations
- Entrepreneurship in Organizations

COURSE: ENTREPRENEURSHIP 12

ENTREPRENEURIAL CONCEPTS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • identify and evaluate ethical business opportunities that emerge from an environmental scan • design, review, and present a feasibility study for a business idea • select, use, evaluate, and defend appropriate research methods used to establish market potential • describe methods that protect intellectual property • explain the role of innovation in entrepreneurship 	<p><i>Playing GoVenture allows students to better understand the dynamics of starting up and successfully running a business. The experience of running a business within GoVenture provides them with a valuable point of reference for evaluating new ideas and potential business opportunities.</i></p> <p><i>GoVenture Learning Guides - Selecting a Business and Writing a Business Plan, pages 9-16.</i></p> <p><i>The Idea Wrestler, Business Planner and Start a Business Sections of the GoVenture.NET website are excellent tools for thinking about and evaluating the feasibility of student's business ideas.</i></p>

BUSINESS PLAN FORMULATION	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • develop and evaluate a business plan and operating strategy for a venture • create a mission statement and objectives for a venture • compare the criteria used by various sources of venture capital to provide funding 	<p><i>GoVenture lets students work through and experience the entire process of starting up and running a business. This includes using the business plan template in the Business Profile section of the program to create and develop a business plan that focuses upon a specific opportunity that can be concretely defined both financially and strategically.</i></p> <p><i>GoVenture Learning Guides - Selecting a Business and Writing a Business Plan, pages 9-16.</i></p> <p><i>The Idea Wrestler, Business Planner and Start a Business Sections of the GoVenture.NET website are excellent tools for thinking about and evaluating the feasibility of student's business ideas.</i></p> <p><i>In GoVenture, students go through the entire start-up phase of the business life cycle. This provides them with a rich context for reflecting upon and analyzing the challenges and opportunities of the start-up phase.</i></p> <p><i>Preparing their GoVenture venture plans provides a valuable starting point for exploring the key components, appropriate formats and presentation styles of venture plans. It also provides a helpful context for initiating a discussion of the criteria venture capitalists use in selecting the businesses they will fund.</i></p>

BUSINESS PLAN OPERATION	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • implement a venture to take advantage of an opportunity • assess a venture in terms of its objectives. 	<p><i>In Go Venture’s Business Profile students are challenged to think through all of the essential start up decisions before opening the doors to their business. Choosing a location, selecting a site, deciding upon the best source of financing and a number of other decisions place students in very realistic situations where decisions need to be made thoughtfully and carefully using a consistent and rational set of criteria.</i></p> <p><i>The GoVenture Learning Guides - Financing a Business, Naming a Business, Selecting a Logo, Selecting a Legal Structure, Selecting a Location, Selecting a Site, Selecting Equipment, Getting Permits and Licenses, Printing Business Cards, Advertising and Hiring Employees on pages 17 to 36 are designed to help students work through the many decisions that need to be made when starting up a business.</i></p> <p><i>The Idea Wrestler, Business Planner and Start a Business Sections of the GoVenture.NET website are excellent tools for assessing the feasibility of a venture and its objectives.</i></p>

TEAMWORK AND NETWORKING	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • identify the roles of leadership and teamwork in entrepreneurial activity • apply teamwork skills to solve a business problem • demonstrate a commitment to high standards of legal and ethical behaviour when operating a venture • assess how personal attributes influence the success of a venture • establish and use criteria to evaluate group processes and their own roles and contributions to the group process • develop and maintain a personal network of business contacts 	<p><i>GoVenture enables students to experience life as an entrepreneur. Consequently, this enables them to obtain strong insight into the personal attributes that can lead to entrepreneurial success.</i></p> <p><i>Students are immersed in the complete reality of being an entrepreneur and directly experience both the potential advantages (making money, satisfying customers etc.) and the disadvantages (losing money, high stress levels, unhappy employees etc.)</i></p> <p><i>The “Personal Status” section of the GoVenture Personal Profile isolates many of the key success factors and can be used as a starting point for discussing the advantages and disadvantages of being an entrepreneur.</i></p> <p><i>GoVenture Learning Guide - Your Personal Profile, pages 7-8</i></p> <p><i>GoVenture can be played in teams of 2 or more players and students can be asked to establish and use criteria for evaluating group processes and their own roles in making decisions and operating their simulated businesses.</i></p>

COURSE: MANAGEMENT INNOVATION 12

ORGANIZING FOR BUSINESS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • describe the role of entrepreneurship in the establishment of businesses • compare various types of legal forms of business with regard to ease of formation, ability to raise capital, division of ownership and control, liability considerations, and continuity • analyse the formal organizational structures of a range of existing businesses • describe changes and adjustments that businesses make as they grow and develop, including diversifying, creating subsidiaries and franchises, and expanding internationally 	<p><i>In GoVenture, students are challenged to think through and work out all aspects of their business plans.</i></p> <p><i>Students must also constantly make revisions to their plans depending upon the success or lack of success their businesses have in the GoVenture marketplace.</i></p> <p><i>GoVenture Learning Guide- Writing a Business Plan, page 12-13.</i></p> <p><i>Start a Business and Business Planner sections of the GoVenture.NET website provide students with opportunities to work through critical business planning issues such as raising capital and establishing an appropriate form of ownership.</i></p> <p><i>In GoVenture, students must choose whether to incorporate their businesses or run them as a sole proprietorship or as a partnership.</i></p> <p><i>GoVenture Learning Guide - Selecting a Legal Structure, pages 22-23.</i></p> <p><i>In GoVenture, events and conditions are constantly changing which forces students to continually make changes and adjustments to their business strategies. This provides a valuable point of reference for further exploration and discussion about the tremendous challenges involved in growing, developing, diversifying and expanding a business.</i></p>

MANAGING FOR BUSINESS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • describe a range of corporate cultures and the underlying value system associated with each • explain the management functions of planning, organizing, directing, and controlling • identify and describe ways in which individuals handle management functions in an ethical manner • identify and evaluate a range of management styles • evaluate a range of motivational and leadership models • apply collaborative problem-solving and decision-making skills and co-operative strategies to complete business tasks 	<p><i>In GoVenture, students are responsible for all aspects of managing their businesses. They must develop a business plan, organize all of the resources needed to carry it out, direct and control all of the decisions that are made and constantly deal with new developments. As a result, they can use their experience within GoVenture as a useful reference point to help explain basic management functions.</i></p> <p><i>In GoVenture, students are responsible for hiring, motivating, and retaining employees for their businesses. This provides them with a valuable reference point for thinking about important issues such as motivation and leadership.</i></p>

<ul style="list-style-type: none"> • demonstrate aspects of human resource management in fulfilling team goals • describe human resource management practices that include issues of harassment, gender bias, ethical standards, and diverse cultural values 	
--	--

OPPORTUNITIES WITHIN ORGANIZATIONS

PRESCRIBED LEARNING OUTCOMES

<p>It is expected that students will:</p> <ul style="list-style-type: none"> • identify, describe, and analyse external challenges to business, including increasing competition, globalization, changing customer needs and wants, demographic change, unions, government intervention, and societal influences • analyse the impact on business of external factors, including unions, government intervention, societal influences, and competitors • explain the impact on business of internal factors, including the hierarchical structure, internal bureaucracy, communication flow, and established policies • analyse the effects of information technology on the structure of organizations • compare business management to intrapreneurship within a business • describe the role intrapreneurship plays in business renewal • analyse aspects of organizations and identify instances in which intrapreneurship was applied or could have been applied • evaluate intrapreneurial opportunities in work experience environments or career pathways 	<p><i>GoVenture enables students to experience life as an entrepreneur. This provides students with a valuable reference point for exploring a wide variety of entrepreneurship, business and workplace issues.</i></p>
--	---

ENTREPRENEURSHIP IN ORGANIZATIONS

PRESCRIBED LEARNING OUTCOMES

<p>It is expected that students will:</p> <ul style="list-style-type: none"> • evaluate the readiness of corporate cultures to accommodate intrapreneurial activity • outline the skills and attributes needed by individuals to manage and respond to change in the workplace • analyse models that show how organizations introduce innovative activity in response to challenges and change, including venture teams, outsourcing, and re- 	<p><i>GoVenture enables students to experience life as an entrepreneur. This provides students with a valuable reference point for exploring a wide variety of entrepreneurship, business and workplace issues.</i></p>
---	---

<p>engineering</p> <ul style="list-style-type: none">• apply intrapreneurial principles to address business challenges• evaluate the contribution of intrapreneurial activity to corporate cultures, and its impact on the well being of workers• describe the entrepreneurial spirit currently found in existing organizations	
---	--

MARKETING

Marketing includes the processes by which businesses introduce their goods, services, and ideas to potential purchasers and exchange them for value. It is one of the core elements in the entrepreneurial private enterprise system.

Courses in marketing provide students with opportunities to examine the nature and role of marketing in local and global contexts. They learn how marketing helps businesses determine and meet customer needs, how businesses present a variety of products and services, how marketing helps individuals and firms become and remain successful, how businesses operate most effectively when individuals recognize their roles and responsibilities as consumers and producers, and how consumer decisions influence the marketplace. Students gain an understanding of the need for good customer relations and of how this attitude drives the economic system in Canada.

Marketing

- Marketing Concepts
- Marketing Research
- Marketing Practice
- Marketing Strategies
- Global Marketing

COURSE: MARKETING 11

MARKETING CONCEPTS	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> describe how marketing and consumer behaviour influence each other analyse how changes in economic, political, social, cultural, and legal factors influence marketing distinguish retail marketing from other forms of marketing identify the social, legal, and ethical issues involved in marketing products and services describe the impact of other countries in a global economy on business in British Columbia 	<p><i>In GoVenture, students can choose the following locations for their businesses: Residential District, Near a Factory, Business District, Entertainment District, In a Mall, and Shopping District. Each of these locations demands different marketing strategies for students to be successful. Factory workers coming to your restaurant for lunch will have very different motivations and buying behaviours than people out for a good time in the Entertainment District. Students need to understand this and adjust prices, product quality and their hours of operation to best match the likely behaviours and preferences of their customers. Working through these challenges forces students to think carefully about what motivates consumers to buy.</i></p> <p><i>GoVenture provides students with a very intense and immediate experience in the challenges and responsibilities involved in running a small retail business. This experience provides them with a valuable reference point for exploring broader trends and concerns within the world of business and marketing.</i></p>

MARKETING RESEARCH	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> explain why businesses conduct marketing research identify the elements of marketing research describe ways in which businesses use data from marketing research conduct marketing research using appropriate data sources and technologies analyse marketing-research techniques for effectiveness and bias use marketing research to identify target markets for a variety of products and services 	<p><i>GoVenture provides a valuable reference point for understanding in a very immediate way that to be successful in business you need to constantly be aware of the marketplace in which you compete. This obviously requires basic and more advanced market research techniques. Students in GoVenture are confronted on a daily basis by customer feedback and changing market realities that must be constantly monitored and dealt with for their businesses to be successful.</i></p> <p><i>Every week students playing GoVenture are faxed a market research report with critical data about competitors that can be used to make strategic adjustments.</i></p> <p><i>Students running their businesses within GoVenture also have a Laptop computer on their desk/briefcase that tracks and charts (graphs) customer satisfaction levels and the ratio of customers served to customers lost. Students must carefully assess and apply the results from this data on a regular basis if they want to be successful.</i></p> <p><i>In general, GoVenture provides a reference point for students to better understand and explore the role of market research in running a business.</i></p>

MARKETING PRACTICE	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • identify how retailers in various locations inform target markets of their products, services, or ideas • compare various career opportunities in marketing • describe and evaluate customer service practices • evaluate factors that contribute to effective retail practice: location, product mix, promotion, and pricing • describe and evaluate methods of inventory management • describe the impact of federal, provincial, and municipal government regulation and agreements on marketing practices • compare channels of distribution available to businesses in the domestic market 	<p><i>In GoVenture, students are responsible for all aspects of running a small retail business. This includes choosing a location, setting prices, determining the quality of the product they will sell, buying advertising, responding to customers and competitors. Students who respond to customers, constantly monitor competitors, and carefully think through a marketing strategy will be more successful than students who do not understand or choose not to pay attention to these critical marketing issues.</i></p> <p><i>GoVenture Learning Guides that specifically focus upon marketing issues include Selecting a Logo, pages 20-21, Selecting a Location, pages 24-25, and Advertising, pages 33-34.</i></p> <p><i>Playing GoVenture gives students tremendous insight into their strengths, weaknesses, preferences and employable skills when it comes to careers in business, marketing and entrepreneurship. This experience is extremely helpful when exploring potential career paths.</i></p> <p><i>Student must respond to the feedback provided by customers within GoVenture. If customers tell them prices are too high or the service is too slow, students will need to respond if they want their businesses to prosper.</i></p> <p><i>In GoVenture, students are completely responsible for managing the prices of all of the products they sell. This means that they must deal with many of the factors that affect the price of products such as product quality and supply/demand. . Retail prices and gross margins can be set at whatever level a student chooses. GoVenture provides an excellent workshop/laboratory for testing and understanding basic pricing concepts</i></p> <p><i>In GoVenture, students are responsible for developing and managing an effective promotional strategy for their business. They can advertise on the TV, radio or in the newspaper. At each location the benefits of this method of advertising is briefly reviewed and an interactive rate sheet with the costs involved is presented that students can use to see how much advertising they can buy.</i></p> <p><i>GoVenture Learning Guide Advertising, pages 33-34.</i></p> <p><i>In GoVenture, students can place inventory orders with three different wholesalers. They fill out an inventory order form and use the telephone to call in the order to a supplier. When on the phone with the supplier they can choose 1 day (rush) or 3 day (standard) shipping. An account payable will be generated and added to their list of unpaid bills. They will need to pay this within a specific number of days.</i></p>

	<p><i>In the Business Profile section of GoVenture, students must fill out a variety of permits and licenses (health, fire etc.) that are required by law. This offers them an introductory exposure to the need as a businessperson to be aware of the rules and regulations that must be followed in operating a business.</i></p> <p><i>GoVenture provides students with experience in managing a small location-based retail business. This experience is a valuable point of reference for further exploring and understanding alternative channels of distribution.</i></p> <p><i>In general, GoVenture provides students with a very intense and immediate experience in the challenges and responsibilities involved in running a small retail business. This experience provides them with a valuable reference point for exploring broader trends and concerns within the world of business and marketing.</i></p>
--	--

MARKETING STRATEGIES	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • create and justify a marketing strategy for a specific target market • describe the various stages of consumer decision making and explain how marketing strategies influence each stage • apply various marketing strategies to solve business problems • design marketing strategies for each stage in a product’s life cycle • describe how cultural values influence and are influenced by various marketing strategies • analyse the impact of information and communications technology on the strategies businesses use to market their products and services 	<p><i>In GoVenture, students are given an opportunity to develop business and marketing strategies for a small, retail business. This involves creating a business plan for their business.</i></p> <p><i>In the GoVenture Business Plan section in the Business Profile portal, students are provided with a basic business-planning template that can be used to develop a business plan for their simulated GoVenture business.</i></p> <p><i>GoVenture Learning Guides - Selecting a Business and Writing a Business Plan, pages 9-16.</i></p> <p><i>Idea Wrestler, Business Planner and Start a Business section of the GoVenture.NET website.</i></p> <p><i>Students run traditional businesses within GoVenture but this experience provides an excellent reference point for understanding and discussing the advantages that web sites and e-commerce can potentially offer to traditional businesses.</i></p>

COURSE: MARKETING 12

GLOBAL MARKETING	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • assess the impact of international trade on various businesses in British Columbia • evaluate methods businesses use to inform potential world markets of their products, services, and ideas • describe how governments assist and regulate businesses involved in international marketing • analyse how various cultures affect the way businesses market their products internationally and nationally • distinguish among methods used by primary and secondary industries to market their products or services nationally and internationally • justify methods used to distribute goods internationally 	<p><i>GoVenture thoroughly introduces students to the realities of running a small, local-based business within a market-based economy. This provides them with a valuable reference point for exploring the broader implications and realities of the global marketplace.</i></p> <p><i>GoVenture provides students with a very intense and immediate experience in the challenges and responsibilities involved in running a small retail business. This experience provides them with a valuable reference point for exploring broader trends and concerns within the world of business and marketing.</i></p>

MARKETING RESEARCH	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • describe the use of marketing research in determining product, place, price, and promotion in business marketing operations • use appropriate technology to conduct, analyse, and report on marketing research • explain the role of ethics and the law in the conducting of market research and in the use of marketing research data • compare how various governments view intellectual property and the implications for marketing • analyse the influence of cultural, social, and demographic bias on how organizations collect and interpret marketing-research data 	<p><i>GoVenture provides a valuable reference point for understanding, in a very immediate way, that to be successful in business you need to be constantly aware of the marketplace in which you compete. This obviously requires basic and more advanced market research techniques. Students in GoVenture are confronted on a daily basis by customer feedback and changing market realities that must be constantly monitored and dealt with for their businesses to be successful.</i></p> <p><i>Students running their businesses within GoVenture have a Laptop computer on their desk/briefcase that tracks and charts (graphs) customer satisfaction levels and the ratio of customers served to customers lost.</i></p> <p><i>Students are also faxed a market research report every week with critical data about competitors that can be used to make strategic adjustments.</i></p> <p><i>GoVenture provides a reference point for students to better understand and explore the role of market research within the product development process.</i></p>

MARKETING STRATEGIES	
<i>PRESCRIBED LEARNING OUTCOMES</i>	
<p>It is expected that students will:</p> <ul style="list-style-type: none"> • describe how organizations make decisions about product, place, price, and promotion • compare strategies used to market products and services in various domestic and international market sectors • demonstrate sales practices used in business-to-business marketing • use the results of marketing research to develop an international marketing strategy • design marketing strategies to meet buyer demands in the international marketplace 	<p><i>In GoVenture, students are responsible for all aspects of running a small, retail businesses including the establishment and management of all the components of the marketing mix.</i></p> <p><i>GoVenture Learning Guides that specifically focus upon marketing issues, Selecting a Logo, pages 20-21, Selecting a Location, pages 24-25, Advertising, pages 33-34</i></p> <p><i>GoVenture immerses students in an experience that provides them with a rich introduction to the basics of marketing strategy. This experience provides them with a valuable reference point for understanding current priorities such as total quality management and application technology.</i></p>